



Blocks: Our School Community

Children use blocks to represent the school building.

Note: This activity should extend over the course of several days without being dismantled.

<p>Big Ideas</p>	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> ● common values, expectations, norms, and organizational systems.
<p>Guiding Questions</p>	<p>Why is collaboration and working together important? When is it important to work in a group or independently?</p>
<p>Vocabulary</p>	<p>model: a three-dimensional representation of something, usually smaller than the original collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together build: to construct represent: to show</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● unit blocks and other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● figurines of people ● blank paper ● writing and drawing tools ● clipboards ● chart paper ● markers ● sticky notes or scrap paper, for making labels ● School Scavenger Hunt recording sheets, from the Writing and Drawing Center, Week 3

	<p>Collect images and/or take photos of different areas of the school building. Print these and make them available in the Blocks Center.</p>
<p>Intro to Centers</p>	<p><i>Today you can begin building a model of our school in the Blocks Center. Before you begin, let's think about some of the different areas of the school you might include in your model.</i></p> <p><i>Last week we went on scavenger hunts around the school. Close your eyes and remember one of the places you visited. Where did you go?</i></p> <p>Invite children to turn and talk to help each other remember specific places they went. Reference notes from the scavenger hunts, as useful.</p> <p><i>As you share the places you remember visiting, I'll write them down. You can reference this list as you build.</i></p> <p>As appropriate, ask children to help write on the chart.</p> <p><i>Do you think you could collaborate to build a structure that represents, or shows, our entire school? You might want to start by first making a sketch, and then begin to build your model. This will probably take at least a few days and will need lots of builders' thinking, since it's such a complicated structure. Everyone will have a chance to collaborate and add to the model.</i></p> <p><i>When you add something new, be thoughtful about the work that other people have already done. If you want to make a big change to the structure, you might need to get feedback from other builders first.</i></p>
<p>During Centers</p>	<p>Accompany a small group of children to the center, bringing the list of places created during the Intro to Centers.</p> <p>Invite children to sketch first, perhaps having each child choose a different area. Encourage children to collaborate and share their ideas about how to sketch and build the different parts of the school building. Encourage them to reference their sketches as they build and to create labels for the different areas of the school so that other builders can reference them and not rebuild existing areas.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Which area of the school would you like to work on? What makes this area important in our school community? ● How does sketching the parts of the classroom help you to build the model? ● Is the _____ close to or far away from the _____? Where should these two places be built to show that? ● How will you represent the _____? ● Can you find a square part of a block you used? How do you know it is a square?

Standards	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples.</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>
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Notes
